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The purpose of the Institute was to train key public elementary and secondary school personnel in the Southeastern region of the United States in research methodology, statistical techniques, and electronic data processing as tools for research. The length of the training period was nine weeks. Thirty-seven trainees, all at the graduate level, comprised the group, of which 29 were administrators and eight were directors of research or curriculum supervisors. Instruction was specifically directed to those problems of research which presently exist in the public schools. The training included 57 contact hours in statistics and research, 45 hours in electronic data processing, and 45 hours in a research design laboratory situation, plus small group instruction in the use of data processing techniques for handling data and in unit record equipment operation. Enrollees formulated a research design together with appropriate evaluation techniques which would be made operational upon return to their respective schools. The Institute was declared to be highly successful. (HW)

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Institute for Training Research Workers in Public Education

August 24, 1966

U.S. DEPARTMENT OF
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Office of Education
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Institute for Training Research Workers in Public Education

Grant Number: OEG 2-6-061606-0635

James B. Kenney, Director

June 13 - August 12, 1966

The training program reported herein was conducted pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement of the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Institute for Training Research
Workers in Public Education

University of Georgia

Athens, Georgia

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University of Georgia
Final Report for Public
Education Research Training
Institute

INTRODUCTION

This report is submitted for the purpose of describing and evaluating the nine-weeks U.S.O.E. Title IV "Summer Institute for Training Research Workers in Public Education". In general, the Institute proceeded as planned, and with the exception of very minor changes, it was carried out as stated in the proposal proper, as may be seen from the following description of training, activities and seminars conducted; in reality more instruction was delivered than had been originally indicated.

The staff feels that the Institute was highly successful in accomplishing the objectives toward which it was aimed. The quality and content of instruction and levels of learning on the part of participants was at least equal to that ordinarily observed in academic year or summer session courses, and generally the staff felt that the level was superior. Largely, the reason for the favorable learning curve appeared to be due to the considerable interest displayed by participants in the content of instruction and the availability of considerable individual instruction given the participants by the teaching assistants.

The staff would recommend a few changes in instructional content to bring about even more effective learning on the part of participants and, in some instances, attempt to present several of the statistical concepts subsumed under more generalized headings.

PROGRAM

The plan of operation included, as principal elements, instruction in three areas; statistical methods, research designs and electronic data processing. Each of these areas will be presented as proposed and then as actually carried out so that changes will be apparent. A schedule for each week is given in the appendix.

a. Statistical Techniques & Research Methodology

Proposal	Actual Program
A systematic treatment of basic concepts of statistics and research with emphasis on those treatments and methods appropriate for use in local school units as well as technique of measurement which lend themselves better to computer analysis. The statistical treatments considered were as follows: 1. descriptive statistics 2. non-parametrics (x^2) 3. analysis of variance & covariance (variations of the ANOVA forms) 4. correlations and predictions 5. regression (partial & multiple) 6. selected multivariate	No change from proposal.
Instructors: Drs. Scott & Wash	No change from proposal

Proposal (con't)	Actual Program (con't)
Number of contact hours per week: 5 hours per week or a total of 45 hours during the 9 weeks of the Institute. Total group broken into "A" and "B" sections.	It was determined that the initial level of statistical sophistication was relatively low at the onset; accordingly, 1½ hrs. per day were allocated to instruction in statistical methods. (67.50 contact hrs. during the 9 weeks) This was the foundation course and the changes had to be made in terms of what appeared to be the needs of the participants.
Method of Instruction: Lecture, demonstration (to include computer output), discussion, assigned readings and practicum application on the individual enrollee's data.	No change from original proposal other than more computer "output" was used than anticipated.
Textbooks: J. P. Guilford et. al. *Fundamental Statistics in Psychology & Education*, 4 ed.	Selected after students had been identified as most appropriate for their level.
Bio Medical (BMD) Computer Programs, Health Sciences Computing Facility, Univ. of California, Los Angeles, Calif.	BMD manuals were available at no cost to participants.

Proposal (con't)	Actual Program (con't)
b. **Research Methodology**	
Proposal Major priority will be given to instruction in fundamental concepts implicit in research design. Research cannot be considered as a separate from statistical tools for measuring research data accordingly; the procedure of instruction will be to identify a research problem then attack the problem through appropriate statistical techniques. Specific areas of research which will be considered during the course of the Institute are as follows: 1. curriculum 2. personnel (staff & student) 3. guidance & counseling 4. testing and evaluation 5. integrated records system 6. administrative practices	No change from proposal
Research methodology will be attack through the following framework: 1. methods of applied research 2. problem identification and definition 3. variable selection and testing of hypotheses 4. sampling procedures and data gathering 5. instrumentation 6. interpretation and generalization	No change from proposal

Proposal (con't)	Actual Program (con't)
Instructors: Drs. Scott & Wash	No change from proposal
Number of contact hours per week: Included in statistics and research time allocation.	An estimate of actual time given over to presentations of a purely research design nature is 22.50 contact hours. It must be recognized,however, that the problems of research design were considered at every step concomitantly with presentation of statistical tools. There was (as planned) considerable overlap from this time block into the EDP time block and into the statistical laboratory time allocation.
Methods of instruction: Lecture, demonstrations, discussion, assigned reading & actual practice in designing a research prospectus of a problem to be investigated upon return to the enrollees school system.	No change from proposal

Proposal (con't)	Actual Program (con't)
Textbooks: *Standards for Educational & Psychological Tests & Measurements*; A.P.A.	No cost to students
In both research and statistics, a pre- and posttest were administered (see appendix). The items in these instruments have been compiled over the past 6 years by the staff of the Department of Statistics and Research Design and have yielded pretest, posttest reliability as follows; r=.62; r=.66; r=.77.	

c. Electronic Data Processing (EDP)

Proposal	Actual Program
Types of electronic data processing applications currently in use in public schools throughout the United States and the possible applications to research in schools represented by the Institute participants. Consideration of handling large blocks of data by unit record & computer applications as well as instruction in setting up research designs and arranging statistical data for computer input.	No change from proposal. However, several other applications such as the scheduling, grade reporting, generation of bus routes by computors, accounting functions and trends in EDP usage were considered in addition to those stated as objectives.
Instructors: Drs. Kenney & McCallon	No change from proposal.
Number of contact hours per week: 7.5 (67.5 for 9 weeks)	Rather than the 1 hour per day of

Proposal (con't)	Actual Program (con't)
	classroom instruction 1½ hours per day were set aside for this phase. The difference in time distribution was brought about at the request of the students. As a body they requested information in other areas of EDP application at the public school level. Other than those of a statistical & research nature; i.e. some of the "how to do" applications of mark-sense grade reporting methods of EDP based continuing census and class scheduling.
Method of Instruction: Lecture, demonstration, discussion, assigned readings and actual practice in designing models for accomplishing research that requires unit record equipment or computers to accomplish together with producing the flow chart diagrams for each investigation.	No change from proposal

Proposal (con't)	Actual Program (cont)
Textbooks: Automatic Data Processing in Education by James W. Whitlock and Bio Medical (BMD) Computer Programs, Health Sciences Computing Facility, U. of California, Los Angeles, California. A large number of memographed papers, (approximately 30) explanations and procedures used as ancillary material.	The text, Automatic Data Processing In Education was selected as a basic text because it begins at the unit record level and as such, was deemed most appropriate for the students. The BMD computer manuals were furnished at no cost to students.

d. Design & Analysis Laboratory

Proposal	Actual Program
Systematic practice in organizing data into research designs for the purpose of investigating problems selected by the enrollees which are prevalent in their schools. Scheduled times during each week will be devoted to unique problems of each individual school represented. Each Institute participant will produce, during the course of the Institute, a plan complete in every detail, for analysis of a particular research problem in his school which can be attacked through application of research methodology. This direct participation will include, (1) the content instruction of the	No change from proposal. (Examples of research designs produced by enrolles are as follows: (a) generating the master schedule of a junior high school through GASP--generalized academic scheduling program;(b) a research design for entering standardized test data of high school students through IBM mark

Proposal (con't)	Actual Program (con't)
Institute, (2) a critique of research stratigies generally employed to investigate selected types of research problems. A critical analysis will be conducted to determine usability of each research method to particular types of research problems, and (3) a critique by the total group of designs formulated by individuals in the laboratory situation.	sense cards; (c) measurement of gain, or loss in achievement on STEP mathematics tests by high school students.
Instructors: Dr. McCallon, Mr. Brown	No change from proposal
Number of contact hours per week: 4 days per week, 2 hrs. per day x 9 weeks/ 2 = 36 contact hours. (A & B groups alternate daily.)	No change from proposal.
Method of Instruction: Lecture, demonstration, individual & group work	No change from proposal.
Textbooks: No required text	No change from proposal.

e. Demonstration Teaching

Proposal	Actual Program
As one means of relating instruction to practice, small groups of enrollees will observe and work at the Computer Center in the area of educational data production. For example, during the summer the Computer Center will again be engaged in scheduling students of local secondary schools.	No change from proposal. --In addition to that proposed, however, students received training in operation of unit record equipment, and basic

Proposal (con't)	Actual Program (con't)
This will provide opportunity for the enrollee to talk with other educators about their problems as well as to work with a wide variety of research applications to EDP.	programming (Fortran IV) techniques.
Instructors: Mr. McConnell	No change from proposal.
Number of contact hours per week: 4 days per week; 2 hrs. per day x 9 weeks / 2 = 36 contact hours (A & B groups alternate daily)	No change from proposal.
Method of Instruction: Demonstration, practical application, discussion, and lecture.	No change from proposal
Textbooks, None required of students.	Copies of *Bio-Medical* (BMD) *Computer Programs* furnished at no cost to participant in sufficient quantity for one manual for every 3 enrollees.

f. Reading and Study

Proposal	Actual Program
Examination of the literature relating to research methods and their application to school problems will comprise one portion of the Institute program. A bibliography has been prepared	No change from proposal

Proposal (con't)	Actual Program (con't
indicating certain basic readings with which the student should be familiar as well as others categorized by the stated objectives of the Institute. Time will be provided for independent reading during the course of the Institute.	

g. Discussion with Small Groups

Proposal	Actual Program
Discusstion with small groups of enrollees (groups A and B broken down into groups A_1, A_2, B_1 and B_2 alternating daily) that focus on problems that could be resolved through application of statistical analysis, research designs, and information retrieval systems. Examples of such discussion would be (1) consideration of local school research problems identified by participants in the Institute and (2) construction of appropriate research models which will solve the problems identified.	No change from proposal.
Instructors: Drs. Scott and Wash	No change from proposal
Number of contact hours per week: 4 hours per week	Actual contact time was as follows for the 9 week period: $A_1 = 36$ hours $A_2 = 34$ hours $B_1 = 34$ hours $B_2 = 36$ hours

Proposal (con't)	Actual Program (cont)
Method of instruction: Conference, discussion and demonstration	No change from proposal.
Textbooks: No required textbook	No change from proposal.

h. Seminar

Proposal	Actual Program
Two or three hours Wednesday afternoon each week for presentation and discussion -- lecturers, consultants and staff as specified. A series of seminars which will provide the enrollee with the opportunity to hear and meet with specialists in the areas of research design, statistical application, and data processing who have experience in these areas at the public school level of application. Visiting lecturers will be retained on a two consecutive day basis so as to insure maximum utilization by institute participants.	In some instances it was necessary to hold seminars on days other than Wednesday. These changes were made at the request of visiting lecturers; otherwise the procedure was followed as stated in the proposal.
Instructors: Dr. Frank Banghart, Florida State University "Uses of EDP in Public School Record Keeping". Dr. Vynce A. Hines, University of Florida, "Application of Analysis of Variance Covariance Treatments to applied Research Designes".	Dr. Frank Banghart of Florida State University was substituted for Mr. Roy C. Nehrt. This was done during negotiation of contract with U.S.O.E.; others are as listed in proposal.

Proposal (con't)	Actual Program (con't)
Dr. Robert Gates, Special Assistant to the Governor, State of Florida; "Implementations of Public School Research through EDP." Dr. Warren G. Findley, Director Research and Development Center, Univ. of Ga.; "Research Problems in Student Personnel Services". Dr. John Schmid, Director of Research, Univ. of Colorado at Greeley;"Regression Techniques and their application to applied Research". Dr. James Carmon, Director, The Computer Center, Univ. of Ga. "How EDP can Serve Local School Systems". Dr. Joseph C. Bledsoe, Professor of Educational Research, Univ. of Ga.; "The Practical Approach to Identifying and Solving Problems of Curriculum Research in the Public Schools."	
Number of contact hours: Each paid consultant (off campus) will deliver a formal presentation of approximately 2½ hrs. one day. The following day will be given over to round table discussion by Institute participants and visiting lecturers relative to problems of research at public school level. On campus lecturers will deliver a two hour presentation on topics as specified.	No change from proposal.

i. Staff

Proposal	Actual Program
Dr. James B. Kenney, Director and Assistant Professor (2/3 time) Dr. William O. Scott, Professor, (full time) Dr. James A. Wash, Jr., Assistant Professor (full time) Dr. Earl L. McCallon, Assistant Professor (visiting professor, full time) Mr. Robert M. Brown, Statistician (1/3 time) Mr. Tom McConnell, Research Assistant (1/3 time) Mr. Robert R. Rentz, Administrative Assistant (2/3 time) Mr. Robert Sears, Teaching Assistant (1/2 time) Mr. William Landrum, Teaching Assistant (1/2 time) Mr. Richard Kazelskis, Teaching Assistant (1/2 time) Mrs. Barbara J. Bouie, Teaching Assistant (1/2 time)	No change from proposal & negotiated contract.

In addition to the regular training day, a tutoring session was set up each evening to help enrollees with their research designs and statistical applications. These sessions were on a voluntary basis so far as the enrollee was concerned -- it was in no way required. Two teaching assistants (graduate students) were on duty four nights each week from 7:30 P.M. - 9:30 P.M. beginning the second week and lasting through the seventh week. The staff feels that the time spent in these sessions was most valuable to participants. The sessions were quite well attended. An estimate showed that approximately 75% of the enrollees attended two or more of the voluntary sessions per week. The above was not included in the program of training at the onset but was added at the request of the students after the first week of instruction.

Description and Evaluation of Activities Related to Institute

A brief description and evaluation of the several activities of the Institute are presented in the following section. Points noted in Guidelines for the Educational Research Training Program will serve as a guide for parts of this section of the technical report. To obtain a data base on which to draw conclusions, two rating scales were administered to enrollees on the last day of class. One of these scales was concerned with the extent to which Institute objectives were planned for during the course of the program and the extent to which participants had attained the objectives. The other form was for the primary purpose of evaluating specific parts of the training program. In addition, a series of items concerning knowledge of statistics and research which the instructors had, for the past several years, administered to their regular classes in research design, and the first course in statistics were administered to the students; odd numbered items at the beginning of training and even numbered items at conclusion of training. As may be seen from the appendix, a gain, significant at the .01 level was attained by enrollees in both statistical analysis and research portions of instruction of the Institute. The final class session revolved around an oral evaluation of the Institute by participants following the oral evaluation by students the staff met after the close of the Institute to evaluate its effectiveness. Comments reflected herein are based in part on information obtained from all of these sources.

Relations with U.S.O.E., in Matters Concerned with Program and Fiscal Arrangements

All relations with the U.S.O.E. have been excellent, particularly those processes concerned with final negotiation of the budget which were handled by Miss Betty Guidry. She was most helpful. The Institute proposal was mailed to Washington on November 24, 1965. On March 21, 1966, the University received notification of approval. A revised budget estimate was mailed to the U.S.O.E. on March 26, 1966. Budget negotiations were conducted by telephone with Miss Betty Guidry, and an approved budget was signed by proper officials of the University of Georgia shortly thereafter. Suggestions made for budget revisions were most helpful. The only problem which occurred was in the matter of the Director requesting the services of one member of U.S.O.E. staff for four days. It was agreed by the Director and U.S.O.E. personnel that this could not be arranged; therefore another person of equal rank and experience was substituted for him. The only problem related to program and fiscal arrangements resulted from the pressure of time to adequately identify prospective participants. These factors were, in the opinion of the Director, beyond the control of U.S.O.E. All factors considered, the U.S.O.E. did an outstanding job of getting the Institute operational in fiscal matters.

Relations with University of Georgia Administration

The University of Georgia has one person designated as "Director of Institutes" who is assigned the responsibility for coordinating the activities of all on-campus institutes. Through his efforts, planning moved smoothly. Specifically, he arranged for institute participants to be registered by the Directors of the several institutes which precluded the necessity for enrollees to attend the general registration session--a rather lengthy procedure. In matters of budget, the secretary to the Director of Institutes was most hlepful in that she maintained a complete set of books against which the Institute Director could check his expenditures. Her knowledge of procedures, in many instances, saved considerable time and effort on the part of the writer which would have otherwise been redundant.

Pre-Institute Preparation

As soon as the announcement of contract had been received, plans for publicizing the Institute were put into operation. Announcements of the training program assumed several forms. These included publication of a brochure to school systems in seven states; personal letters to superintendents of schools, directors of research, state departments of education and announcements at professional meetings. Regular communication outlets such as newspaper and radio were also utilized. By May 23, 1966 some 288 applications had been received. From that group, 37 persons were invited to participate and 25 were designated as alternates. All 37 persons accepted and later reported for the training on the date specified. In view of the rather specialized subject matter-position requirements prerequisite for application, the Director felt that the above volume of applicants indicated considerable interest on the part of the several school systems in the program of training prescribed in the Institute proposal.

Criteria for selection were as follows:

A. Specific Criteria

  1. Only applicants engaged in teaching or administration in elementary or secondary, public or private, non-profit school systems on a full-time basis will be considered for

enrollment in the Institute.

2. Priority for selection will be given to applicants in the following order as to position:
   a. Principal
   b. Directors of Research and data handling facilities (school).
   c. Assistant Principal (or other title designating a person employed in a full-time capacity).
   d. Director of Guidance Services (or other titles as in "c" above).
   e. Teachers who are nominated by the superintendent as being either actively engaged in research or who will be so engaged during the following year (1966-67).

3. Each enrollee must meet the criteria for admission to the University of Georgia and to the Graduate School, and to the College of Education of the University of Georgia which includes:
   a. a bachelor's degree from an accredited institution
   b. an above-average academic record; grades averaging not less than B+
   c. credit in not less than 20 hours of professional education

4. Each applicant will have completed at least one year of successful work in one of the five categories noted in "III, A, 2," above.

5. First consideration will be given those applicants who hold a professional six-year certificate in the area of administration, guidance, or teaching, and who represent schools having the largest number of students in average daily attendance. Second consideration will be given those applicants who have completed the master's degree, who hold five year certificates in the forenoted areas and who represent schools enrolling the largest number of students in average daily attendance.

B. Methods of Selection

1. Each applicant will complete the necessary application forms for admission to the Graduate School and the Institute. As a part of his application, he will submit transcripts of all college level work taken.

2. Each applicant will submit a written statement, satisfactory to the Director of the Institute, from the chief administrative officer of the school system in which he is employed, stating (1) that he is a full-time employee of that school system in the capacity of (a) principal, (b) assistant principal, (c) director of guidance, (d) full-time teacher, or (e) director of research (or related title) in a public or private, non-profit school system as in "III, A, 1," above; and (2) attest to the quality of the applicant's work and the length of time he has been employed in the forenoted position.
3. Each applicant will submit a statement from his academic advisor as to whether the Institute Program will fit into his prescribed course of study.
4. Scores on the Graduate Record Examination or the National Teachers Examination taken with-

in five years prior to date of application will be submitted to the Director of the Institute at the time of application. These scores will be used to supplement other evidence submitted when appraising the candidate. They will not be the single criterion on which judgment is based, however. Preference will, however, be given to those persons evidencing the highest scores--all other factors equal.

5. Each applicant will submit an autobiographical sketch which deals specifically with the following areas: professional interests and aspirations, self-appraisal of professional strengths, any prior experience in the areas of research methods and electronic data processing, and a statement of why he desires to attend the Institute. This sketch will not exceed two, double-spaced typewritten pages.

6. When the applicant's credentials are complete, They will be reviewed and selections made by a committee composed of the following persons: (1) Dean of the Graduate School, (2) Dean of the College of Education, (3) Director, Bureau of Educational Studies and Field Services, and (4) Director of the Institute.

Orientation of Participants

A copy of "Objectives of the Institute" , "Program of the Institute", and a "Listing of Visiting Lecturers" together with information relative to housing was sent to each participant prior to their arrival on campus. Comments by participants indicated that they felt the initial orientation received by them prior to arrival and subsequent information furnished upon arrival was entirely adequate.

Physical Facilities

Physical facilities used for the Institute program of training were good. At the onset, classroom space in Barrow Hall was requested. This request was initiated early in May. All equipment in the Computer Center was to be moved to Barrow the last week in May and the entire building air conditioned. The data processing equipment was moved on schedule, but due to a failure to receive all of the parts to the complete air conditioning system,the classrooms occupied by the Institute were not air conditioned. Accordinly, at the end of the second week of training all Institute instruction was shifted to the Biological Sciences Building and Livestock Poultry Building. Both of these buildings are immediately adjacent to Barrow Hall which still gave the students immediate proximity to the data processing equipment. Both of the forenoted buildings are completely air conditioned. One room was available for the entire day for instruction in statistics, research and data processing (EDP). Four classrooms were provided 1/2 day each for the statistical laboratory, small group meeting and instruction of a lecture nature given by those persons responsible for teaching unit record-computer applications. Instruction in actual use of EDP machinery was accomplished through small group (9 persons) instruction; as such, space in the Computer Center at its new location in Barrow Hall was not a problem.

Dormitory rooms were not as good as the housing for the classes, according to some participants. The dormity was convenient to classrooms and the Computer Center, but it was not air conditioned, and a few nights were hot.

Field Trips

No field trips were planned for the instructional period.

Participant Communication with Director and Staff

Each enrollee met with either Dr. Scott or Dr. Wash (full time instructors in the Institute) at least 1½ hours each week for small group discussion (9 enrollees). This person served as major advisor to the enrollee. The Director also taught a part of the "Application of EDP" and as such was available during that portion of the day as well as during the afternoon. In addition, althought not stipulated in the proposal, a teaching assistant was on duty 4 nights each week at the "Statistics and Design Laboratory" and at the Computer Center to assist those participants who wished to move beyond the regular daily instruction. The Director acted as moderator during weekly seminar sessions. The Institute enrollees reported no problem in securing individual conferences with any of the staff except in some instances where program of study planning was involved, the Director found it necessary to schedule conferences 3-4 days in advance. Largely this situation was due to the fact that this person was directing two Institutes. It is advised that this is not altogether the best arrangement and in the event that the writer submits a proposal for a training institute during subsequent summers, he will direct only one.

Full-Time vs. Part-Time Staff

The two basic areas of statistical analysis and research methodology were staffed by three full-time persons while the EDP classroom presentations and demonstration teaching at the Computer Center were staffed by part-time persons. This arrangement proved to be quite satisfactory primarily because of the strong support given the Director by the Director of The University Computer Center who, on his own initiative brought in several of his staff to talk with the Institute participants, e.g. a senior programmer, a research design specialist and the Director of the University of Georgia's

N.A.S.A. software retrieval program. Thus the use of part-time persons in reality provided a broader range of expertise on which the enrollee could draw. The administrative assistant to the Director worked 2/3 time and the teaching assistants were employed 1/2 time. These people were well worth the money spent in retaining them for the period of the Institute in that they not only provided "back-up" instruction but served as one method of retaining individualized instruction with the participants. This type of organization proved to be quite efficient in terms of utilization of staff time, resources and maximizing opportunity for learning on the part of enrollees. It did, however, require considerable effort on the part of the Director to coordinate all activities.

Visiting Faculty

One person, Dr. Earl McCallon, from North Texas State University was employed full time as a staff member in the training program. This was as specified in the proposal. Dr. McCallon's knowledge of statistics, EDP and elementary education proved quite valuable in that several of the enrollees were from elementary schools,and he could relate quite readily to problems of research posed by them.

Lecturers

Seven lecturers were scheduled to head up seminar sessions as a part of the Institute program. These persons have been listed earlier in this report. A rating of lecturers by participants is shown in the appendix. The Director, staff and participants agree that these persons contributed significantly to the program of training.

Unique Features of the Institute

Some of the unique features of the Institute were as follows:

1. Opportunity for participants to work and study in a large scale computer center.
2. Opportunity to design a research project which can be carried out in their respective schools under the direction of professional research and and measurement persons.
3. Opportunity to actually gain experience working with unit record and computer data processing equipment.
4. Opportunity to experience team teaching conducted by an unusually well prepared staff.
5. Opportunity to live and work with other school personnel from a wide geographical area and to share and evaluate problems of common interest.
6. White and Negro teachers and principals working and living together. (While this may not be unique in many Institutes, it was a "first" for many of these participants.

7. At the conclusion of the Institute, the participants, arranged for and planned a dinner for all staff and Institute participants at one of the larger restaurants in the city. (I expect that this also may have been a "first" for many of the participants).

Use of New Instructional and Research Materials

Among the many new materials, equipment and research tools presented to participants for use and study during the course of the Institute were the latest statistical and research texts, separate memographed papers relative to applicable EDP programs and procedures which could be used in the enrollee's school and probably most significant, flow charts, card lay-outs and data gathering instruments for analyzing data by computer from remote locations as well as "in house,"on-line" applications. Other material was an analysis of how to "get at" computer based, classroom aided instruction (CAI). A third division of new approaches to research presented to enrollees delt with the various varieties of statistical tests which are applicable to particular research problems. The Bio-Medical Division (BMD) statistical package as well as sub-routines developed by the University of Georgia Computer Center were presented for consideration by participants as "tools" available to them to conduct research. As a rather cursory summary, the Institute participants were exposed to a range of new tools for implementing research that heretofore had been completely alien to their frame of reference. In short, these presentations opened their eyes to new possibilities for educational research.

Impact of the Institute on the Regular Academic Year Research Training Program

The staff of the Institute are in agreement that the regular academic year courses in statistics, research and EDP will be improved through contact with the Institute participants and their wide range of research problems and diversity of background training in research. The BMD manuals will be retained in the College of Education, Division of Research and Measurement for use by future students in research training. Possibly the greatest single contribution of the Institute was the statement from some 14 participants that they intended to enroll in other research courses at an early date for the purpose of broadening their own prospectives of research and measurement in public education.

This cannot fail but to have favorable feedback into their respective schools.

Institute Participants' Analysis of the Most Significant Thing that Happened to Them During the Course of Training

Participants were asked to state what they considered, personally, to be the most valuable thing they learned or experienced. The following are quotes from the participants. "It has been of great value to watch and feel the influence of a skillfully organized team of professionals at work"; "The computer center people know how to teach as well as knowing the hardware"; "The Institute was well planned"; "The instructors are thorough and generally are available to students who need help"; "Although the days pass in a 'crowded' and exciting speed, the amount of information covered is surprising"; "The genuine concern for student understanding, so evident in professors, helps to ease student anxiety"; "I am only now realizing how little I really did know about research"; "I am very pleased with the Institute, the schedule and training excellent. I would like suggestions about how to best bring the things I have learned to the attention of my staff when I get back to my school";

"I didn't know how much help was really available to me through EDP". The foregoing are samples of attitudes toward the training program which were submitted by participants on the last day. Participants were not identified in any manner with their comments. Several participants indicated that possibly too much material was presented in statistics and research. This is possibly true, however, the staff believes that it was only an "adequate" amount in that no more was covered than would normally be the case in a first year graduate statistics program.

Follow-Up Assessment of the Institute

The 13 item attitude scale depicting the state of research in the participants respective school during the 1965-66 school year is shown in the appendix. In May, 1967 this form will again be administered to Institute participants in an effort to determine if the attitude toward research in the individual school has changed as a result of having a trained person in the school to direct research. In addition, plans are currently under way to administer the "Assessment of Attitude Toward Research" items to all teachers in schools represented by Institute participants. This is being done by and at the request of the participants. A personal letter has been sent to each superintendent by the Director together with a copy of the instrument. All have agreed to this procedure. Results will be compiled relative to results, and individual results will be mailed to the local superintendent concerned.

Major Strengths of the Institute

Among the major strengths of the Institute as perceived by the staff and participants were the following:

a. A well prepared, professional staff
b. Hard-working participants
c. Good-working relations between the staff of the Institute and the Computer Center.
d. Strong administrative support from the Dean, College of Education and the Director of Institutes.
e. A good library
f. Opportunity for participants to translate their research ideas into practical designs.

Major Weaknesses of the Institute

Major weaknesses of the Institute as seen by the staff and participants were as follows:

a. Too many weeks (the staff and participants see six weeks as the optimum number of weeks)
b. Work day too long--participants cited this--staff did not agree.

c. More "blocks" of time during the week for independent study (both staff and participants agree on this)

Major Problem Areas Encountered

The program of training was quite intensive. Some participants felt that "the pressure to produce was too great". As a result, the staff had the problem of trying to relieve some of the 'pressure' and still achieve the objectives of the training program. To reach these objectives, a full schedule was prerequisite. It was noted (as expected from past experience) that the participants who were less well prepared seemed to feel the most pressure. All participants survived, however; and at conclusion seemed to feel pleased with their accomplishments, in fact a spirit of "esprit" was beginning to develop. The Director feels that this was quite significant in terms of future research by individuals in the group. The general feeling was that they want to "keep in touch". As such name and addresses of each participant were provided by the Institute. In the event that the Institute is conducted again, a less intensive schedule would be planned with larger blocks of independent study time allocated and the Institute would be limited to six weeks rather than nine. This would necessitate restructuring the material content of instruction but this could be done.

Evaluation of Selected Aspects of the Institute

a. The stated objectives of the Institute were suitable for the program of training. Participant ratings are presented in the appendix.
b. The position categories (principal, etc.) of participants appeared adequate in terms of research training prescribed.
c. Dates of the Institute appeared satisfactory.
d. Six weeks would have been better than nine with instruction modified accordingly.
e. Thirty-seven participants seemed satisfactory in that this number could be reduced to three sections of nine persons each and one of 10 persons for small group work and discussion. Teachers who had been designated as "person responsible for research" in their school appeared to have more difficulty in conceptualizing large-scale organization for research than did principals. For this reason, the staff feels that it might be better to restrict training to either all principals as a group or all teachers as a group,e.g., the instructor would not have to attempt to present research problems in two different frames of reference. In essence, restrict training to a particular position category. This might facilitate instruction, but it is not critical.
f. Larger blocks of time were needed for independent study by participants. The daily schedule was too highly structured.

g. Ratio of staff to participants was satisfactory.

h. Teaching assistants who could provide individual instruction "on call" proved to be quite beneficial to the instructional program.

i. Transition between "pencil and paper" statistics and "computer statistics" was especially gratifying.

j. The budget was adequate. Because of the late date of contract negotiation, the University had a little difficulty in transferring funds for released time. This was just an unavoidable difficulty and a local administrative problem that was readily resolved.

k. The total amount of money expended, particularly in the EDP phase of training, does not accurately reflect the money spent on the Institute. The Computer Center provided considerably more in terms of machine time, services and staff persons who consulted with individual participants about their particular research problems than was specified in the proposal or reflected by the dollars expended.

l. It would be most helpful if the Director could have in hand specific guidelines relative to dependency allowance considerably prior to selection of participants. It is recognized that procedures and policies sometimes need to be modified, however, the case in point was that participants had already been selected and material sent to them before word reached the Director that dependency allowance would not be paid under new policy. This, however, was readily resolved by a letter from the U.S.O.E. Generally, all U.S.O.E. policies, forms and instructions were quite clear and straight forward.

STATISTICAL INFORMATION

Summary

The Director and staff feel that the Institute was highly successful. The levels of learning and instruction were quite high when compared to regular academic year courses. The staff does believe, however, that because of the nature and intensity of such training as that completed, that six weeks would be more satisfactory than nine weeks with appropriate modification of the program. Enrollees concurred with this opinion; however what portion of the instructional program would be reduced was not agreed upon by either staff or participants.

Publicity

At the onset, advance notice announcements of the Institute were mailed to all major public school systems in the Southeastern Region of the United States. These were followed by formal brochures directed to the same audience. The above were sent in sufficient quantity for adequate distribution to schools within the system. Other material was sent to applicants or accepted enrollees in the order in which it appears in the following pages.

TABLE I
PERSONAL DATA

Name	Social Security #	Home Address	Pre-Institute School Address	Post-Institute School Address
Akridge, Robert L.	253-52-1292	625 Holman Ave. Athens, Georgia	Pickens Co. Schools Jasper, Georgia	Same
Anderson, Charles H.	411-42-7930	335 Fortson Dr. Athens, Georgia	Clarke Co. Board of Education Athens, Georgia	Same
Baggett, Jimmy D.	264-52-5072	83 Maple Avenue Palm Harbor, Fla.	Pinellas Co. Board of Public Inst. Clearwater, Florida	Same
Breazeale, Clarence A.	251-76-3416	420 Broad St. Winder, Georgia	Winder City Schools Winder, Georgia	Same
Caffrey, Gerald C.	360-10-4620	2310 Covina Way S. St. Petersburg, Florida	Board of Public Instruction Pinellas Co, Fla.	Same
Centers, Lowell	291-24-5253	P. O. Box 317 Unadilla, Ga.	Dooly County Vienna, Georgia	Same
Corry, William James	257-28-9329	101 Mathews St. Winder, Georgia	Winder City System Winder, Georgia	Same
DeFord, Edward F.	228-30-0697	Box 17, RFD 1 Doswell, Virginia	Richmond Public Richmond, Virginia	Same

Name	Social Security #	Home Address	Pre-Institute School Address	Post-Institute School Address
Donaldson, Anne B.	264-84-2581	1320 Fairway Dr. Dunedin, Florida	Pinellas Co. Board of Instruction Clearwater, Florida	Same
Dowse, Carolyn L.	258-60-4341	1517 Eleanor St. Savannah, Georgia	Savannah-Chatham Co. Board of Education Savannah, Georgia	Same
End, Walter J.	018-12-8283	1010 Bradley Ct. W. Palm Beach, Fla.	Palm Beach Co. Board of Inst. W. Palm Beach, Fla.	Same
Floyd, Delia Brown	259-34-2761	4216 Ashland Dr. Macon, Georgia	Houston Co. Board of Education Perry, Georgia	Curr. Director Bibb County Georgia
Glover, Dennis Fred	250-24-6162	Box 272 Zebulon, Georgia	Pike County Board of Education Zebulon, Georgia	Same
Greene, Mary Yvonne	279-22-0926	1833 Calloway Dr. Atlanta, Ga.	Atlanta Public Atlanta, Georgia	Same
Grimmer, James W.	420-36-8731	106 W. 8th. St. Adel, Georgia	Cook County Board of Education Adel, Georgia	Same
Hall, Walter R, Jr.	254-20-6675	495 Harold Ave,NE Atlanta, Ga.	Fulton Co. Board of Education Atlanta, Georgia	Same

Name	Social Security #	Home Address	Pre-Institute School Address	Post-Institute School Address
Hardin, William G.	258-40-6794	404 E. Washington Street Ashburn, Georgia	Turner Co. Board of Education Ashburn, Georgia	Same
Ireland, Vera M.	327-28-4343	2554 Peachtree Rd. Atlanta, Georgia	Atlanta Public Atlanta, Georgia	Same
Klein, Arthur F.	408-46-6506	1424 Skelton Ave. Nashville, Tenn.	Metropolitan Public Nashville, Tenn.	Same
Lee, Billy Gene	418-46-1051	1373 Dewey St. Macon, Georgia	Houston Co. Board of Education Perry, Georgia	Same
Morgan, Virginia R.	257-38-0596	2004 Pearl Avenue Albany, Georgia	Dougherty Co. School System Albany, Georgia	Same
Olliff, Joe F. Jr.	253-56-9377	1929 Fairway Dr. Augusta, Georgia	Richmond Co. Board of Education Augusta, Georgia	Same
Quarles, Thomas D.	256-38-5638	Rt. 3, Box 105 Ball Ground, Ga.	Pickens Co. Board of Education Jasper, Georgia	Same
Richardson, Tom T.	722-10-6765	3395 Conley St. College Park, Ga.	Fulton Co. Board of Education Atlanta, Georgia	Same

Name	Social Security #	Home Address	Pre-Institute School Address	Post-Institute School Address
Robinson, William H.	252-52-4229	Box 21 High Shoals, Ga.	Clarke Co. Board of Education Athens, Georgia	Same
Shuler, Ansley H.	260-24-5725	818 Piedmont Rd. Gainesville, Ga.	Gainesville City Gainesville, Georgia	Same
Sifford, James P., Jr.	245-28-8428	3128 Gladstone St. Winston-Salem, N.C.	Winston-Salem Board of Education Winston-Salem, N. C.	Same
Smith, James Donald	252-38-3286	605 Fourth St. Waynesboro, Ga.	Burke Co. Board of Education Waynesboro, Ga.	Same
Smith, Rosebud, Jr.	254-68-6403	P. O. Box 68 Kingsland, Ga.	Camden Co. Board of Education Woodbine, Ga.	Same
Swymer, Archie	256-42-2962	106 Jenkins Dr. Eatonton, Ga.	Putnam Co. Board of Education Eatonton, Ga.	Same
Thomason, Frank W.	413-54-6320	917-B Vernon Ave. Dalton, Georgia	Dalton Public Dalton, Georgia	Same
Thompson, Herschel B.	258-46-5732	606 Pine Ridge St. Perry, Georgia	Houston Co. Schools Perry, Georgia	Same

Name	Social Security #	Home Address	Pre-Institute School Address	Post-Institute School Address
Vaughn, James B.	409-44-4558	2216 Bacon Park Dr. Savannah, Georgia	Savannah-Chatham Public Schools Savannah, Georgia	Same
Waters, Fred	257-26-3052	616 23rd. Ave.E. Cordele, Georgia	Crisp Co. Public School System Cordele, Ga.	Same
West, Margie E.	252-68-0804	P. O. Box 178 Griffin, Georgia	Griffin-Spalding Schools Griffin, Ga.	Same
Withrow, Eugene F.	252-54-7344	125 Lewis St. Tifton, Ga.	Tift Co. Board of Education Tifton, Ga.	Same
Witt, Frederick K.	261-32-6780	10190 63rd. Ave.N. Largo, Florida	Pinellas Co. Board of Public Inst. Clearwater, Fla.	Same

TABLE II

Application Summary

a. Approximate number of inquiries from prospective trainees (letter or conversation) 288

b. Number of completed applications received 157

c. Number of first rank applications (Applicants who are well-qualified whether or not they were offered admission) 70

d. How many applicants were offered admission 37

Trainee Summary

a. Number of trainees initially accepted in program 37

Number of trainees enrolled at the beginning of program 37

Number of trainees who completed program 37

b. Categorization of trainees

(1) Number of trainees who principally are elementary or secondary public school teachers 8

(2) Number of trainees who are principally local public school administrators or supervisors 29

(3) Number of trainees from State education groups 0

(4) Number of trainees from colleges or universities, junior colleges, research bureau, etc. (specify) ________ ________

________ ________

________ ________

Program Director's Attendance

a. What was the number of instructional days for the program? 44

b. What was the percent of days the director was present? 100%

Financial Summary--(Note: This summary does not serve as a final financial report so amounts need not be exact.

	Budgeted	Expended or Committed
a. Trainee Support		
(1) Stipends	$ 24,975.00	24,975.00
(2) Dependency allowance	12,487.50	12,487.50
(3) Travel	1,850.00	1,850.00
b. Direct Costs		
(1) Personnel	22,327.64	22,327.64
*(2) Supplies	1,000.00	950.00
(3) Equipment	None	None
(4) Travel	None	None
(5) Other	None	None
c. Indirect Costs	5,183.16	5,183.16
	$67,823.30	$67,773.30

*Office, reproduction, publicity, communication and instructional supplies

TABLE III
(Summary Sheet)

EVALUATION BY PARTICIPANTS
1966 Summer Research Institute, University of Georgia

Objectives of the Institute:

Activities of the Institute have been aimed toward helping participants achieve objectives that were stated in the original proposal for the Institute. These objectives were mailed to you before you reached the campus, and later presented to you as parts of material in Education 811, Education 812, Education 621 and Education 819.

You are asked to rate the Institute program first and then your own accomplishments on each of the objectives. In the first column, rate from "1" to "5" the extent to which the Institute program reached or was planned to reach the objective. In the second column, rate the extent to which you have reached this objective as a result of Institute activities. A rating of "1" is inferior and a rating of "5" is superior. Comment on any items on which you feel you need to comment.

Gloval Objectives of the Institute:	INSTITUTE					PARTICIPANT				
a. The general purpose of the Institute is to aid in closing the gap which exists between the level of research training and data processing techniques in institutions of higher education and the level of practical application of these tools to the problems that confront the public and private, non-profit school practitioner. It is hypothesized that by bringing direct attention to bear on the problem, the enrollee will reallize a greater insight into creative research, and its application to instructional and administrative processes which will result in an increase in overall efficiency of the educational endeavor.	1	2	3	4	5	1	2	3	4	5
(responses)			2	13	22		2	4	18	13

Specific Objectives	INSTITUTE					PARTICIPANT				
b. After successful conclusion of instruction, each enrollee will be more effective as a trained research person. Educators are, as a group, largely inadequately prepared to take full advantage of the diverse strategies of research methods and electronic data processing applications to practical decisions arising in the school situation. Even if the school staff did perceive the potential of these tools, there has been little opportunity for them to obtain the training needed. Therefore, the following specific objectives are designed to eliminate the disparity between practice and potential, both in nature and scope of applications and in the understanding and acceptance of the power of these applications to improve education and the effectiveness of the school. Therefore, the Institute will specifically encourage the participant to:										
1. Assume responsibility for his own knowledge and understanding of the skills and techniques involved in applying research methodology and electronic data processing techniques to his own job.	1	2	3	4	5	1	2	3	4	5
(Responses)			1	19	17		2	5	23	7
2. Establish a common frame of reference between teaching staff and persons designated as having primary responsibility for research in the public schools.	1	2	3	4	5	1	2	3	4	5
(Responses)		2	3	13	19		2	9	19	7

Specific Objectives	INSTITUTE					PARTICIPANT				
3. Identify school problems which can be attacked and solved through application of research methodology and data processing:	1	2	3	4	5	1	2	3	4	5
(Responses)				9	28			7	15	15
4. Produce statistical and research models which will enhance the probability of successful analysis of specific school problems and provide a rational framework for decision making. In essence, the major thrust of this objective will be toward practical experiences in organizing, creating, and working through research designs and EDP Systems which have practical value at the local school level.	1	2	3	4	5	1	2	3	4	5
(Responses)			2	16	19		2	13	15	7
5. Provide a framework that will enable the enrollee to construct practical meaning in research and data processing to his particular school problems from ideas and concepts resulting from his experience in the Institute.	1	2	3	4	5	1	2	3	4	5
(Responses)			1	10	26			4	17	16

TABLE IV
General Data about Participants
(Summary Sheet)

States Represented:

1.	Georgia	78.0%
2.	Florida	14.5%
3.	South Carolina	2.5%
4.	Tennessee	2.5%
5.	Virginia	2.5%

Age Distribution of Participants

20 - 24	
25 - 29	
30 - 34	
35 - 39	
40 - 44	
45 - 50	
Over 50	
Mean =	37.8

Sex

Male	81%
Female	19%

Married	95%
Single	5%

Type School

Public	100%
Private	0%

Academic Credit

Yes	100%
No	0%

Previous Institutes

Yes	32.5%
No	67.5%

Distribution of Participants by Size of School or System (A.D.A.)

Less than 500	27.0 %
500 - 1000	35.2 %
1000 - 2000	24.3 %
Over 2000	13.5 %

Number of Institutes Applied For

None	75.6 %
One	21.6 %
Two	2.8 %
Three	0.0 %

Years Experience	Teaching	Administrative
Less than 3	19.1 %	31.2 %
4 - 5	24.2 %	13.7 %
6 - 10	24.2 %	44.8 %
More than 10	32.5 %	10.3 %

Seeking Degree or Certification

Degree	27 %
Certification	46 %
Neither	27 %

Distribution of Participants by Degree, Teaching Level and Administrative Responsibility:

Degree	Number	Percent
Less than Bachelor's	0	0
Bachelor's Degree	5	12.5
Master's Degree	32	80.0
Doctor's Degree	3	7.5
Total*	40	100.0

*Three participants with master's degree were counted in both elementary and secondary schools, thus totals add to more than 37.

TABLE IV (Con't)

Level	Teacher		Supt.		Princ.		Other*		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Elementary	2	5.0	1	2.5	10	25.0	0	0	13	32.5
Secondary	6	15.0	1	2.5	12	30.0	0	0	19	47.5
System	0	0	0	0	0	0	8	20.0	8	20.0
Total**	8		2		22		8		40	100.0

**Other includes Counselors, Research Directors, etc., who are affiliated with systems or more than one school.

TABLE V

Differences - Pretest - Posttest

STATISTICS

Posttest	Pretest	Difference
$\bar{Y} = 64.22$	$\bar{X} = 40.61$	23.61*
$s^2_y = 133.56$	$s^2_x = 156.62$	
$s_y = 11.55$	$s_x = 12.5$	
$\bar{Y}-\bar{X} = 23.61$		*$p < .01$
$r_{xy} = .641$		

RESEARCH

Pretest	Posttest	Difference
$\bar{X} = 47.27$	$\bar{Y} = 56.97$	9.7*
$s^2_x = 115.41$	$s^2_y = 119.56$	
$s_x = 10.74$	$s_y = 10.91$	
$r_{xy} = .280$		
$\bar{Y} - \bar{X} = 9.7$		*$p < .01$

TABLE VI
(Summary Sheet)
EVALUATION BY PARTICIPANTS
1966 Summer Institute (9 Weeks)

The following form has been prepared for evaluating this Institute and securing information useful in planning other research institutes at the University of Georgia. The Institute Staff is interested in your opinion of what has been done and in any suggestions you may have for future programs. Fill in this form as completely as possible. Do not sign your evaluation. Consider "1" as poor and "5" as superior.

1.	The degree to which the Institute helped me attain my objectives was:			1	29	7	(responses)*
		1	2	3	4	5	
2.	The achievement of the objectives of the Institute, according to my understanding them was:		1	4	21	11*	
		1	2	3	4	5	
3.	The orientation on the campus prior to beginning the instruction was:		2	9	9	16*	
		1	2	3	4	5	
			2	14	12	7*	
4.	Housing facilities were:	1	2	3	4	5	
				9	14	7*	
5.	Food provided by the Institute was:	1	2	3	4	5	
			6	7	14	10*	
6.	The length of the Institute was:	1	2	3	4	5	
		4	6	13	6	7*	
7.	The length of the Institute day was:	1	2	3	4	5	
			1	3	9	24*	
8.	Size of total group was:	1	2	3	4	5	
9.	Provision for individual counseling was:		2	5	14	16*	
		1	2	3	4	5	
		1	4	8	16	8*	
10.	Effectiveness of small groups was:	1	2	3	4	5	
			5	17	9	4*	
11.	Classroom facilities were:	1	2	3	4	5	
			3	6	8	20*	
12.	Library facilities were:	1	2	3	4	5	
13.	Choice and use of textbooks:			3	14	19*	
	Whitlock (EDP)	1	2	3	4	5	
		1	4	8	13	7*	
	Guilford (Statistics)	1	2	3	4	5	
				7	5	6*	
	Standards for Educ. & Psych.	1	2	3	4	5	
				4	7	4*	
	Tests and Manuals	1	2	3	4	5	

v

14.	Recreational facilities and time were:	5	7	10	13	2*	
		1	2	3	4	5	(responses)*
15.	The degree to which the Institute was coordinated and the various parts of the program seemed related to each other and to the general objectives was:		1	10	17	9*	
		1	2	3	4	5	
16.	In comparison to previous educational programs I have participated in the quality of instruction was:			3	19	14*	
		1	2	3	4	5	
17.	The degree to which methods and materials were integrated was:			7	24	6*	
		1	2	3	4	5	
18.	Lecture sessions were:			1	20	16*	
		1	2	3	4	5	
19.	Discussions were:		4	10	17	6*	
		1	2	3	4	5	
20.	Practicum and laboratory activities were:		2	6	15	14*	
		1	2	3	4	5	
21.	Demonstration and observations were:		1	8	18	9*	
		1	2	3	4	5	
22.	Outside speakers were:		1	4	19	13*	
		1	2	3	4	5	
23.	Opportunities provided to participant for learning new methods of data handling was:		1	3	11	22*	
		1	2	3	4	5	
24.	Opportunities provided to participants for use of computer & unit record equipment were:			7	12	18*	
		1	2	3	4	5	
25.	Opportunities to become acquainted with survey and other data gathering instruments were:		1	10	19	7*	
		1	2	3	4	5	
26.	The competency of the Institute faculty and their choice for the job was:		3	3	9	22*	
		1	2	3	4	5	
27.	Interaction between staff and participants was:			6	11	20*	
		1	2	3	4	5	

		1	2	3	4	5
28.	The overall effectiveness of the staff and their impact on the participants were:			4	20	13* (responses)*
29.	The attitude of the staff toward the participants was:			3	13	21*
30.	The degree to which the Institute provided opportunity to become acquainted with recent professional literature in the field of research was:		1	9	13	14*
31.	As a result of the Institute my confidence in research is:	1		5	11	20*
32.	The challenge to my intellectual capacities during the Institute program was:			2	12	23*
33.	The extent to which the Institute aided me in originating new ideas and creating new research concepts was:	1		6	16	14*
34.	The degree to which the Institute developed my ability to organize data was:		1	3	27	6*
35.	Degree to which practices and procedures of the Institute can be implemented in my school program is:	1	2	7	25	2*
36.	If I were to assume a broader role in research upon return to my school, I feel the extent to which the Institue program has prepared me for this to be:			7	20	10*
37.	The degree to which the Institute prepared me to make contributions to my colleagues from notes and materials was:			6	19	12*
38.	The extent to which the Institute prepared me to suggest books and newly developed materials and equipment for the school program was:			8	18	11*

TABLE VII

Summary Sheet

INSTRUCTIONS

Below you will find listed the names of the consultants who have conducted seminars for the Institute this year. We would like to get each of your feelings about these presentations. You will not be identified on this questionnaire, so please respond as honestly as you can.

Circle the number opposite each name to indicate your appraisal of his presentation. Here are the meanings of the choices:

1. Poor
2. Below Average
3. Adequate
4. Quite Good
5. Extremely Good

NAME	RESPONSE					
	1		6	22	8	(Responses)*
Dr. James Carmon	1	2	3	4	5	
		2	18	18	4*	
Dr. George Newsome	1	2	3	4	5	
		1	10	21	5*	
Dr. Joseph Bledsoe	1	2	3	4	5	
			2	16	19*	
Dr. Warren Findley	1	2	3	4	5	
			10	22	5*	
Dr. Vynce Hynes	1	2	3	4	5	
				12	25*	
Dr. John Schmid	1	2	3	4	5	
				5	32*	
Dr. Robert Gates	1	2	3	4	5	
	4	7	13	10	3*	
Dr. Frank Banghart	1	2	3	4	5	

*You may make any additional comments you feel appropriate on the back of this questionnaire.

TABLE VIII
Summary Sheet
Attitude Toward Research In the Public Schools

*N = 37 Respondents

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	% Responding*
1. I feel adequate in reading and interpreting published research.	11.7	76.6	8.8	2.9	0*	
	5	4	3	2	1	
2. I feel fairly confident about my ability to work in a research way on the job.	20.6	67.6	5.9	5.9	0 *	
	5	4	3	2	1	
3. I have a feeling of inadequacy to do a task which seems to involve the scientific approach.	2.9	17.6	2.9	61.8	14.7*	
	5	4	3	2	1	
4. Most college graduates who have undergone training for teaching are poorly equipped to undertake any kind of research projects.	35.3	32.4	17.6	14.7	0*	
	5	4	3	2	1	
5. Research should be carried on by school people in order to improve classroom situations.	73.5	26.5	0	0	0*	
	5	4	3	2	1	
6. Research may be valuable for college teachers but is of little value for public school teachers.	2.9	2.9	0	20.6	73.5*	
	5	4	3	2	1	
7. Research is a highly specialized activity which should be carried on only by experts.	0	0	2.9	70.6	26.5*	
	5	4	3	2	1	
8. Doing research is too time-consuming for busy teachers to engage in.	0	8.8	2.9	58.8	29.4*	
	5	4	3	2	1	
9. Teachers should learn from the results of research studies rather than do research themselves.	0	0	0	70.6	29.4*	
	5	4	3	2	1	
10. I see research possibilities in my own work.	61.8	38.2	0	0	0*	
	5	4	3	2	1	

TABLE VIII (Con't)

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	% Responding*
11.	Taking a course in research is alright for some teachers but a waste of time for most.	2.9	0	2.9	47.1	47.1*	
		5	4	3	2	1	
12.	All teachers should have some time as part of their normal teaching load in which to conduct research of a scientific nature.	23.5	29.4	20.6	26.5	0*	
		5	4	3	2	1	
13.	The addition of a trained research person on the school staff is of critical importance.	53.0	35.3	8.8	0	2.9*	
		5	4	3	2	1	

APPENDIX

INSTITUTE FOR TRAINING RESEARCH WORKERS IN PUBLIC EDUCATION
Weekly Schedule (June 13 - June 17)

Week #1

June 13	8:00 - 12:00	Registration, Room 111, Baldwin Hall Register cars with Traffic Bureau (Stegeman) Purchase books - University Bookstore
	2:30 - 4:30	All Enrollees, Room 204, Barrow Hall
June 14	8:00 - 12:00	All Enrollees, Room 204, Barrow Hall; Testing
	1:00 - 2:00	One-half Group - Computer Center; Demonstration and Orientation.
	2:00 - 3:00	One-half Group - Computer Center; Demonstration and Orientation.
	3:30 - 5:00	All Enrollees, Room 204, Barrow Hall; Objectives of the Training, Assignment to groups A and B, Meet with Staff
June 15	8:00 - 9:15	Group A, Dr. Wash, Room 204, Barrow Hall; Course overview and scales of measurement
	9:15 - 10:30	Group B, Dr. Scott, Room 204, Barrow Hall; Course overview and scales of measurement
	10:30 - 12:00	Groups A and B, Dr. Kenney and Dr. McCallon. Room 204, Barrow Hall; Syllabus - Overview of EDP - "What is a Computer?"
	12:00 - 1:30	Lunch
	1:30 - 2:30	Small Groups A_1, Wash, Room 204, B_1 Scott, Room 217
	1:30 - 2:30	Small Groups A_2 and B_2; Independent Study
	2:30 - 4:30	Group A - Statistical Lab., Room 204, Barrow Hall, Dr. McCallon, Mr. Brown
	2:30 - 4:30	Group B - Computer Center, Mr. McConnell
June 16	8:00 - 9:15	Group A, Dr. Wash, Room 204; Complete Scales of Measurement Including Real Limits of Measurement.
	9:15 - 10:30	Group B, Dr. Scott, Room 204; Complete scales of measurement including real limits of measurement.
	10:30 - 12:00	Groups A and B, Dr. Kenney, Dr. McCallon, Room 204; The IBM Card, The Alphanumeric representations, Terms (Page 8, Syllabus).
	12:00 - 1:30	Lunch
	1:30 - 2:30	Small Group A_2, Wash, Room 204; B_2, Scott Room 217
	1:30 - 2:30	Small Group A_1 and B_1, Independent Study
	2:30 - 4:30	Group B, Statistical Lab.; "Construction of frequency distributions, plotting histograms and F-gons (BMD-05D); Scott, McCallon, Brown, Room 204.
	2:30 - 4:30	Group A, Computer Center, McConnell

Week #1 (Cont)

June 17	8:00 - 9:15	Group A, Dr. Wash, Room 204; "Definition and Computation of Percentiles"
	9:15 - 10:30	Group B, Dr. Scott, Room 204; "Definition and Computation of Percentiles"
	10:30 - 12:00	Terms in EDP (Page 8, Syllabus), Alphanumeric Representations, Dr. Kenney, Dr. McCallon, Room 204
	12:00 - 1:30	Lunch
	1:30 - 4:30	Seminar, Groups A and B; "The Computer As A Tool for Educational Research," Dr. James L. Carmon, Director, The Computer Center, Room 204

Weekly Schedule (June 20 - June 24)

WEEK #2

June 20	8:00 - 9:15	Group B, Dr. Scott; "Rules of Summation"
	9:15 - 10:30	Group A, Dr. Wash: "Rules of Summation"
	10:30 - 12:00	Groups A & B, Dr. Kenney & Dr. McCallon Complete Terms in EDP, "Unit Record Equipment and Computers" (Slides)
	12:00 - 1:30	Lunch
	1:30 - 2:30	Small Group A$_1$ Wash, B$_1$ Scott
	2:30 - 4:30	Group B, Statistical Lab; "Construction of Percentage F-gons, ogives , computation of percentiles, Scott, McCallon, Brown
	2:30 - 4;30	Group A, Computer Center, McConnell
June 21	8:00 - 9:15	Group B, Dr. Scott; "Rules of Summation"
	9:15 - 10:30	Group A, Dr. Wash; "Rules of Summation"
	10:30 - 12:00	Groups A & B, Dr. Kenney & Dr. McCallon "Computer Fundamentals"
	12:00 - 1:30	Lunch
	1:30 - 2:30	Small Group A$_2$, Wash; B$_2$ Scott
	2:30 - 4:30	Group A, Statistical Lab. "Construction of Percentage F-gons, ogives, computation of percentiles, Wash, McCallon, Brown.
	2:30 - 4:30	Group B, Computer Center, McConnell
June 22	8:00 - 9:15	Group B, Dr. Scott, "The Mean Computations"
	9:15 - 10:30	Group A, Dr. Wash, "The Mean Computations"
	10:30 - 12:00	Groups A & B, Dr. Kenney & Dr. McCallon, "Card Lay-Outs, Numerical Entry, Alphabetical Entry on Lay-Outs"
	12:00 - 1:30	Lunch
	1:30 - 4:30	Seminar, Groups A & B, Dr. George Newsome, Professor of Philosophy.
	4:30 -	Staff Meeting - All Staff

WEEK #2 (Cont)

June 23 8:00 - 9:15 - Group B, Dr. Scott, "Other Measures of Central Tendency".
9:15 - 10:30 - Group A, Dr. Wash, "Other Measures of Central Tendency".
10:30 - 12:00 - Groups A & B, Dr. Kenney & Dr. McCallon "Computer Based Simulation:A New Technology for Education".
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Group A_1, Wash; B_1 Scott
2:30 - 4:30 - Group B, Statistical Lab., "Computation of $\bar{X}$, V. Ss. from Grouped and Ungrouped Distributions", (BMD OID) Scott, McCallon, Brown.

June 24 8:00 - 9:15 - Groups B, Dr. Scott, "Variance & Standard Deviation".
9:15 - 10:30 - Group A, Dr. Wash, "Variance & Standard Deviation".
10:30 - 12:00 - Groups A & B, Dr. Kenney & Dr. McCallon, "Flow Charting & Symbolic Representation".
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Group A_2, Wash; B_2, Scott, Quiz #1
2:30 - 4:30 - Group A, Statistical Lab; "Computation of $\bar{X}$, V, Ss. from Grouped & Ungrouped Distributions", Wash, McCallon, Brown.
2:30 - 4:30 - Group B, Computer Center

Weekly Schedule (June 27 - July 1)

WEEK #3

June 27 8:00 - 9:15 - Group A, Dr. Wash, "Definition and Characteristics of Z scores; distributions and comparisons with P and X.
9:15 - 10:30 - Group B, Dr. Scott; "Definition and characteristics of Z scores; distributions and comparisons with P and X.
10:30 - 12:00 - Groups A & B, Dr. Kenney, Dr. McCallon, "Flow Charting".
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Group A_1, Dr. Wash: Group B_1, Dr. Scott.
2:30 - 4:30 - Group B, Statistical Lab., "Computation of $\bar{X}$, V, S, s computation of standard scores (BMD OID), Dr. McCallon, Mr. Brown.
2:30 - 4:30 - Group A, Computer Center, Mr. McConnell

WEEK #3 (cont)

June 28 8:00 - 9:15 - Group A, Dr. Wash, "The rationale of correlation, definitions of Pearson-r."
9:15 - 10:30 - Group B, Dr. Scott,"The rationale of correlation, definitions of Pearson-r."
10:30 - 12:00 - Groups A & B, Dr. Kenney, Dr. McCallon, "Flow Charting" and "Student Information Handling".
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups A_2, Dr. Wash; B_2, Dr. Scott
2:30 - 4:30 - Group A, Statistical Lab., "Computation of $\bar{X}$, V, S, s computation of standard scores (BMD OID), Dr. McCallon, Mr. Brown
2:30 - 4:30 - Group B, Computer Center, Mr. McConnell

June 29 8:00 - 9:15 - Group A, Dr. Wash, "The 'Why' of the Pearson-r"
9:15 - 10:30 - Group B, Dr. Scott, "The 'Why' of the Pearson-r"
10:30 - 12:00 - Groups A & B, Dr. Kenney, Dr. McCallon, "Types of Student Information--How gathered, entered on card/type and generated, and the I.D. problem".
12:00 - 1:30 - Lunch
1:30 - 4:30 - Seminar - Groups A & B, Dr. Joseph Bledsoe.
4:30 - - Staff Meeting - Room 111, Baldwin, (All staff, all teaching assistants.)

June 30 - 8:00 - 9:15 - Group A, Dr. Wash, "Regression Equations."
9:15 - 10:30 - Group B, Dr. Scott, "Regression Equations."
10:30 - 12:00 - Groups A & B, "Student Personnel Accounting - Periodic Census Vs continuing Census."
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Group A_1, Dr. Wash; B_1, Dr. Scott
2:30 - 4:30 - Group B, Statistical Lab., "Basic Data for Computing r", Dr. McCallon, Mr. Brown.
2:30 - 4:30 - Group A, Computer Center, Mr. McConnell.

July 1 - 8:00 - 9:15 - Group A, Dr. Wash, "Continue Regression Equations" (1:30 - 2:30 Quiz #2).
9:15 - 10:30 - Group B, Dr. Scott, "Continue Regression Equations" (1:30 - 2:30 Quiz #2).
10:30 - 12:00 - Groups A & B, Staff Personnel Accounting (quiz), Dr. Kenney, Dr. McCallon.
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Group A_2, Dr. Wash; B_2, Dr. Scott
2:30 - 4:30 - Group A, Statistical Lab., "Basic Data for Computing r", Dr. McCallon, Mr. Brown.
2:30 - 4:30 - Group B, Computer Center, Mr. McConnell.

MONDAY - July 4 - HOLIDAY

Weekly Schedule (July 4 - July 8)

WEEK #4

July 4		Holiday - No Class
July 5	8:00 - 9:15	Group B, Dr. Scott "Summing of Correlation"
	9:15 - 10:30	Group A, Dr. Wash "Summing of Correlation"
	10:30 - 12:00	Groups A & B, Dr. Kenney and Dr. McCallon "The Master Schedule Problem"
	12:00 - 1:30	Lunch
	2:30 - 4:30	Group B - Statistical Lab., Dr. McCallon and Mr. Brown "Computation of Pearson-r and regression equations (z-score, deviation, score, and raw score forms)"
	1:30 - 2:30	Small Group A_1, Dr. Wash, B_1 Dr. Scott
	2:30 - 4:30	Group A, Computer Center, Mr. McConnell
July 6 -	8:00 - 9:15	Group B, Dr. Scott "Other Methods of Correlation (V_b, r_{pb}, $7_{øb}$, 7_t, phi)
	9:15 - 10:30	Group A, Dr. Wash "Other Methods of Correlations" (V_b, r_{pb}, $7_{øb}$, 7t, phi)
	10:30 - 12:00	Groups A & B, Dr. Kenney, Dr. McCallon "Generation of the EDP produced master schedule of classes".
	12:00 - 1:30	Lunch
	1:30 - 4:30	Seminar Groups A & B - Dr. Warren G. Findley
July 7	8:00 - 9:15	Group B, Dr. Scott "Continue other Methods of Correlation"
	9:15 - 10:30	Group A, Dr. Wash "Continue other Methods of Correlation"
	10:30 - 12:00	Groups A & B, Dr. Kenney, Dr. McCallon "Scheduling (Overlays & Flow Charts)"
	12:00 - 1:30	Lunch
	1:30 - 2:30	Small Groups A_2, Dr. Wash, B_2 Dr. Scott
	2:30 - 4:30	Group A, Statistical Lab., Dr. McCallon Mr. Brown "Computation of r_b,pb,rt,phi, $r_{phi\ b}$."
	2:30 - 4:30	Group B, Computer Center, Mr. McConnell.
July 8	8:00 - 9:15	Group B, Dr. Scott, "Probability & Mathematical Distributions"
	9:15 - 10:30	Group A, Dr. Wash, "Probability & Mathematical Distributions"
	10:30 - 12:00	Groups A & B, Dr. Kenney, Dr. McCallon Coding Problem, Flow Charts of Class, and Matrix Conflicts.
	12:00 - 1:30	Lunch
	1:30 - 2:30	Group A, Dr. Wash, Group B, Dr. Scott, Quiz

Tutoring in statistics and research design will be available every night beginning July 5th, 7:00 - 9:00 P.M.

Weekly Schedule (July 11 - July 15)

WEEK #5

July 11
8:00 - 9:15 - Group A, Dr. Wash, Continue Probability
9:15 - 10:30 - Group B, Dr. Scott, Continue Probability
10:30 - 12:00 - Groups A & B, Dr. Kenney, Dr. McCallon addressing the Computer for SHARE & CLASS
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups A_1, Dr. Wash, B_1 Dr. Scott
2:30 - 4:30 - Group B, Statistical Lab., Dr. McCallon, Mr. Brown - Probability
2:30 - 4:30 - Group A, Computer, Computer Center, Mr. McConnell

July 12
8:00 - 9:15 - Group A, Dr. Wash, Continue Probability
9:15 - 10:30 - Group B, Dr. Scott, Continue Probability
10:30 - 12:00 - Groups A & B, Dr. Kenney, Dr. McCallon, Conflict Matrix
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups A_2, Dr. Wash, B_2, Dr. Scott
2:30 - 4:30 - Group A, Statistical Lab., Dr. McCallon, Mr. Brown
2:30 - 4:30 - Group B, Computer Center, Mr. McConnell

July 13
8:00 - 9:15 - Group A, Dr. Wash, Continue Probability
9:15 - 10:30 - Group B, Dr. Scott, Continue Probability
10:30 - 12:00 - Groups A & B, Mark Sense Applications and Equipment, Dr. Kenney, Dr. McCallon
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups A_1, Dr. Wash, B_1, Dr. Scott
2:30 - 4:30 - Group B, Statistical Lab., Dr. McCallon Mr. Brown
2:30 - 4:30 - Group A Computer Center, Mr. McConnell

July 14
8:00 - 9:15 - Group A, Dr. Wash, Probability & the Binomial Distribution
9:15 - 10:30 - Group B, Dr. Scott, Probability & the Binomial Distribution
10:30 - 12:00 - Groups A & B, Test Data Lay-out, Dr. McCallon
12:00 - 1:30 - Lunch
1:30 - 4:30 - Seminar, Professor Vynce Hines, Univ. of Florida, College of Education

WEEK #5 (Cont)

July 15 8:00 - 9:15 - Group A, Dr. Wash, Binomial & Nominal Distributions
9:15 - 10:30 - Group B, Dr. Scott, Binomial & Nominal Distributions
10:30 - 12:00 - Groups A & B - Test Data Lay-Out, Dr. McCallon
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Group A_2, Dr. Wash, B_2, Dr. Scott Conference (individual)
2:30 - 4:30 - Group A Statistical Lab. - Probability & Binomial & Normal Distributions, Dr. McCallon, Mr. Brown
2:30 - 4:30 - Group B Computer Center, Mr. McConnell

Weekly Schedule (July 18 - July 22)

WEEK #6

July 18 8:00 - 9:15 - Group B, Dr. Scott, Continue Nominal and Binomial Distribution
9:15 - 10:30 - Group A, Dr. Wash, Continue Nominal and Binomial Distribution
10:30 - 12:00 - Groups A & B, Drs. Kenney & McCallon, "bin" vs. computer method of scheduling & schedule changing
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Group A_1, Dr. Wash, B_1 Dr. Scott
2:30 - 4:30 - Group B Statistical Lab. - Standard error, means percentile, Dr. McCallon, Mr. Brown
2:30 - 4:30 - Group A, Computer Center, Mr. McConnell

July 19 8:00 - 9:15 - Group B, Dr. Scott, Sampling Distributions of X, %-tiles, S.
9:15 - 10:30 - Group A, Dr. Wash, Sampling Distributions of X, %-tiles, S.
10:30 - 12:00 - Groups A & B, Drs. Kenney & McCallon, Grade Reporting
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups A_2,Dr. Wash, B_2 Dr. Scott
2:30 - 4:30 - Group A, Statistical Lab. - Standard error, means percentiles, Dr. McCallon, Mr. Brown
2:30 - 4:30 - Group B, Computer Center, Mr. McConnell

WEEK #6 (cont)

July 20
8:00 - 9:15 - Group B, Dr. Scott, Continue Sampling Distributions
9:15 - 10:30 - Group A, Dr. Wash, Continue Sampling Distributions
10:30 - 12:00 - Groups A & B Drs. Kenney & McCallon, Textbook Distribution by EDP
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups A_1, Dr. Wash, B_1 Dr. Scott
2:30 - 4:30 - Group B Statistical Lab. - Standard Error, s,r, Sampling Dr. McCallon, Mr. Brown
2:30 - 4:30 - Group A Computer Center, Mr. McConnell

July 21
8:00 - 9:15 - Group B, Dr. Scott, Sampling Distributions of Percentages and Proportions
9:15 - 10:30 - Group A, Dr. Wash, Sampling Distributions of Percentages and proportions
10:30 - 12:00 - Groups A & B, Drs. Kenney & McCallon, Machine Responsiveness and Student Learning
12:00 - 1:30 - Lunch
1:30 - 4:30 - Seminar, Professor John Schmidt, University of Arkansas, Room 404 E Bio-Sci-Bldg.

July 22
8:00 - 9:15 - Group B, Dr. Scott, Stratified & Matched Finite Populations
9:15 - 10:30 - Group A, Dr. Wash, Stratified & Matched Finite Populations
10:30 - 12:00 - Groups A & B, Drs. Kenney & McCallon, Computer Technology and its Relationship to the local school system's testing program
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups A_2, Dr. Wash, B_2 Dr. Scott
2:30 - 4:30 - Group A Statistical Lab. - Standard error s, r, sampling Dr. McCallon, Mr. Brown
2:30 - 4:30 - Group B Computer Center - Mr. McConnell

Weekly Schedule (July 25 - July 29)

WEEK #7

July 25
8:00 - 9:15 - Group A, Dr. Wash, Differences between 2 means
9:15 - 10:30 - Group B, Dr. Scott, Probability & Mathematical Distributions
10:30 - 12:00 - Groups A & B, Dr. McCallon, What next in Computer Application to Instructions.
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups - A_1, Dr. Wash; B_1, Dr. Scott
2:30 - 4:30 - Group A, Statistical Lab. - t test (means); BMD OID, Dr. McCallon, Mr. Brown
2:30 - 4:30 - Group B, Computer Center, Mr. McConnell

Weekly Schedule (July 25 - July 29)

WEEK #7 (cont)

July 26	8:00 - 9:15	Group A, Dr. Wash, Differences between propor, Freg., V's, r's.
	9:15 - 10:30	Group B, Dr. Scott, Continue Probability
	10:30 - 12:00	Groups A & B, Dr. Kenney; GASP, Generalized Academic Simulation Program
	12:00 - 1:30	Lunch
	1:30 - 2:30	Small Groups - A_2, Dr. Wash; B_2, Dr. Scott
	2:30 - 4:30	Group B, Statistical Lab. - t test (means); BMD OID
	2:30 - 4:30	Group A, Computer Center, Mr. McConnell
July 27	8:00 - 9:15	Group A, Dr. Wash, Differences between change
	9:15 - 10:30	Group B, Dr. Scott, Continue Probability
	10:30 - 12:00	Groups A & B, Dr. Kenney, Hardware & Software Planning for Systems Design in Public Schools.
	12:00 - 1:30	Lunch
	1:30 - 2:30	Small Groups - A_1, Dr. Wash, B_1 Dr. Scott
	2:30 - 4:30	GroupA, Statistical Lab.-t test (correlations); BMD OID.
	2:30 - 4:30	Group B. Computer Center, Mr. McConnell
	**4:30 -	STAFF MEETING
July 28	8:00 - 9:15	Group A, Dr. Wash, Basic Concepts of Hypothesis Testing
	9:15 - 10:30	Group B, Dr. Scott, Probability & The Binomial Distribution
	10:30 - 12:00	Groups A & B - Dr. Kenney; Handling of Standardized Test Data in an EDP Installation.
	12:00 - 1:30	Lunch
	1:30 - 2:30	Small Group, A_2 Dr. Wash, B_2 Dr. Scott
	2:30 - 4:30	Group B, Statistical Lab. - t test (correlations); BMD02D
	2:30 - 4:30	Group A, Computer Center, Mr. McConnell
July 29	8:00 - 9:15	Group A, Dr. Wash, Continue Hypothesis Testing
	9:15 - 10:30	Group B, Dr. Scott; Probability & the Binomial Distribution.
	10:30 - 12:00	Groups A & B - Dr. Kenney - Test Scoring: (1) Mark Sense (2) Optical Readers
	12:00 - 1:30	Lunch
	1:30 - 2:30	Small Groups - A_1, Dr. Wash, B_1 Dr. Scott
	2:30 - 4:30	Group A, Statistical Lab. - Probability
	2:30 - 4:30	Group B, Computer Center, Mr. McConnell

Weekly Schedule (Aug. 1 - Aug. 5)

WEEK #8

Aug. 1 8:00 - 9:15 - Group B, Dr. Scott - Regression Equations
9:15 - 10:30 - Group A, Dr. Wash - Regression Equations
10:30 - 12:00 - Groups A & B, Dr. Kenney - Information Retrieval Systems and Education
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups A_2, Dr. Wash, B_2 Dr. Scott
2:30 - 4:30 - Group B, Statistical Lab., Dr. McCallon
2:30 - 4:30 - Group A, Computer Center, Mr. McConnell

Aug. 2 8:00 - 9:15 - Group B, Dr. Scott - Continue Regression Equations
9:15 - 10:30 - Group A, Dr. Wash, Continue Regression Equations
10:30 - 12:00 - Groups A & B, Dr. McCallon - Simulation As a tool for Education
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups - A_1 Dr. Wash; B_1, Dr. Scott
2:30 - 4:30 - Group A Statistical Lab., Dr. McCallon
2:30 - 4:30 - Group B Computer Center, Mr. McConnell

Aug. 3 8:00 - 9:00 - Group B,Dr. Scott - Hypothesis Testing
9:15 - 10:30 - Group A, Dr. Wash - Hypothesis Testing
10:30 - 12:00 - Groups A & B, Dr. Kenney - What are the Limits of Programed Instruction
12:00 - 1:30 - Lunch
1:30 - 4:30 - Seminar - Dr. Robert Gates

Aug. 4 *8:00 - 9:15 - Group A, Dr. Scott - Hypothesis Testing
*9:15 - 10:30 - Group A, Dr. Wash - Hypothesis Testing
10:30 - 12:00 - Groups A & B, Dr. Kenney - Electronic Data Processing and the State Department of Education
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups A_2, Dr. Wash; B_2 Dr. Scott
2:30 - 4:30 - Group B, Statistical Lab., Dr. McCallon
2:30 - 4:30 - Group A, Computer Center, Mr. McConnell

*Dr. Gates will be available in the mornings for discussion with each class.

Aug. 5 8:00 - 9:15 - Group B, Dr. Scott - Hypothesis Testing
9:15 - 10:30 - Group A, Dr. Wash - Hypothesis Testing
10:30 - 12:00 - Groups A & B, Dr. Kenney - Problems in Education Appropriate for Electronic Data Processing
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups - A_1, Dr. Wash, B_1 Dr. Scott
2:30 - 4:30 - Group A, Statistical Lab. - Dr. McCallon
2:30 - 4:30 - Group B, Computer Center, Mr. McConnell

Weekly Schedule (Aug. 8 - Aug. 12)

WEEK #9

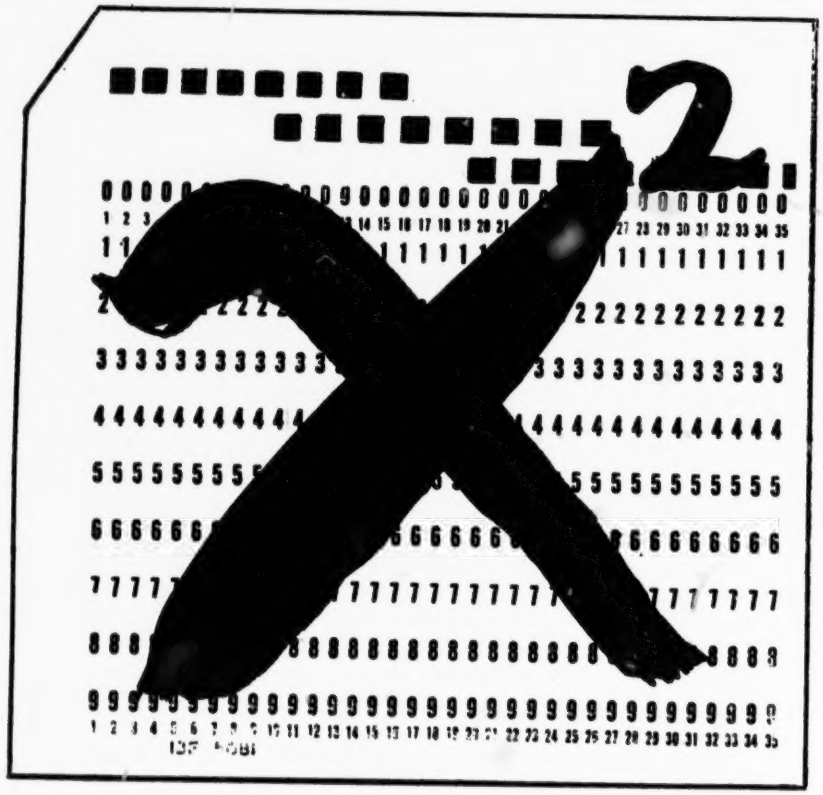
Aug. 8 8:00 - 9:15 - Group A, Dr. Wash - Analysis of Variance
9:15 -10:30 - Group B, Dr. Scott - Differences Between 2 Means
10:30 -12:00 - Groups A & B, Dr. Kenney - Getting Started on a Computer
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups A_1, Dr. Wash, B_1, Dr. Scott
2:30 - 4:30 - Group B, Statistical Lab. - Dr. McCallon
2:30 - 4:30 - Group A, Computer Center, Mr. McConnell

Aug. 9 8:00 - 9:15 - Group A, Dr. Wash - ANOVA, continued
9:15 -10:30 - Group B, Dr. Scott - Differences between proportions frequencies, Variance, and r's
10:30 -12:00 - Groups A & B, Dr. Kenney - Computers in your future
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups A_2 Dr. Wash ; B_2 Dr. Scott
2:30 - 4:30 - Group A, Statistical Lab. - Dr. McCallon
2:30 - 4:30 - Group B, Computer Center - Mr. McConnell

Aug. 10 8:00 - 9:15 - Group A, Dr. Wash - ANOVA, continued
9:15 -10:30 - Group B, Dr. Scott - Differences between changes and hypothesis testing
10:30 -12:00 - Groups A & B - Dr. Kenney - Review
12:00 - 1:30 - Lunch
1:30 - 2:30 - Small Groups - A_1 Dr. Wash; B_1 Dr. Scott
2:30 - 4:30 - Group B, Statistical Lab. - Dr. McCallon
2:30 - 4:30 - Group A, Computer Center, Mr. McConnell

Aug. 11 8:00 - 9:15 - Group A, Dr. Wash - ANOVA, continued
9:15 -10:30 - Group B, Dr. Scott - Hypothesis Testing
10:30 -12:00 - Groups A & B, Dr. Kenney - Review
12:00 - 1:30 - Lunch
1:30 - 4:30 - Seminar - Dr. Frank Banghart

Aug. 12 8:00 -12:00 - Post-Assessment of the Institute - Staff Groups A & B - Pol. Sci. 138
12:00 - 1:30 - Lunch
1:30 - Summary - Staff



1966 SUMMER INSTITUTE FOR TRAINING RESEARCH WORKERS IN PUBLIC EDUCATION

Type: Building Level-Research and Administration
Limited to Applicants from the Southeastern States

THE UNIVERSITY OF GEORGIA announces a summer instiute for the training of research workers in public education—June 13 to August 12—nine weeks concurrent with the first and second terms of the summer session.

The Institute is designed to raise the competence of personnel in public or private schools assigned responsibility for conducting and/or supervising research in their respective school/system.

Consideration for enrollment in the Institute will be limited to applicants from the Southeastern states who will be employed during the 1966-67 school year. Generally, applicants accepted must have high academic records, demonstrated competence in their educational and research experience, and a professional concern regarding future developments and the practical application of research methodology in elementary and secondary education.

Participants in the Institute must be admitted to the University of Georgia and to the Graduate School, but will not be required to become candidates for advanced degrees. Applicants must hold, at a minimum, a four year professional certificate, have been engaged in conducting or supervising research for one year and agree to participate in whatever follow-up activities result from the Institute.

Participants will be selected generally on the basis of their ability to benefit from the program of instruction in the Institute and their capacity to develop into professional, competent research persons without regard for race, color, creed or national origin.

STIPENDS: Each enrollee accepted in the Institute will receive a stipend of $75 per week plus $15 for each legal dependent. No tuition will be charged stipend holders.

DEADLINES FOR SUBMITTING APPLICATIONS: Applications must be postmarked **no later than** May 7, 1966. Accepted applicants and alternates will be notified between May 11, and May 17, 1966. Letters of acceptance from applicants must be postmarked no later than May 20, 1966.

ACADEMIC CREDIT: Institute participants may earn fifteen quarter hours graduate credit, which may, with the consent of the applicant's advisor, be applied toward fifth-year, sixth-year or doctoral programs. Enrollees may elect three of the following courses: Education 811—Statistical Methods in Education, Education 812—Advanced Statistics in Education and Psychology, Education 916, 917, 918—Educational Research, Education 621—Special Problems in Education, or Education 819—Application of EDP to School Problems. The enrollee may sign up for either Education 811 or Education 812, but not both. All of the above courses carry five quarter hours of graduate credit.

INSTRUCTIONAL PROGRAM: Content of Instruction for the Institute will include conducting research and the supervision of research at the school level. Major emphasis of the Institute will be on the use of statistical tools, research methodology and EDP as a tool for implementing research. Consideration will be given also to probable future trends and developments in these areas.

SCHEDULE OF THE INSTITUTE: Daily activities of the Institute will run from 8:00 A.M. to 4:30 P.M., daily, Monday through Friday, and will include organized class instruction, small-group and individual activities, seminars, lectures, computer demonstrations, and supervised statistical-research laboratory sessions.

STAFF:

Instructors—Dr. James B. Kenney, Assistant Professor, Bureau of Educational Studies and Field Services, The University of Georgia; Dr. Owen Scott, Professor of Education, The University of Georgia; Dr. James A. Wash, Assistant Professor of Science and Psychology, The University of Georgia; Dr. Earl McCallon, Assistant Professor of Elementary Education and Research, North Texas State University; Mr. Robert M. Brown, Assistant Statistician, The Computer Center, The University of Georgia; and Mr. Tom McConnell, Programmer, The Computer Center, The University of Georgia.

Consultants—Dr. Warren G. Findley, Dr. James Carmon, and Dr. Joseph Bledsoe; all of the University of Georgia.

Lecturers—Mr. Roy C. Nehrt, U. S. Office of Education; Dr. John Schmid, Professor, Statistics, Measurement and Research, College of Education, The University of Arkansas; Dr. Robert Gates, Coordinator, N.D.E.A., Florida State Department of Education; Dr. Vynce Hines, Professor and Coordinator of Research and Statistics, The College of Education, The University of Florida.

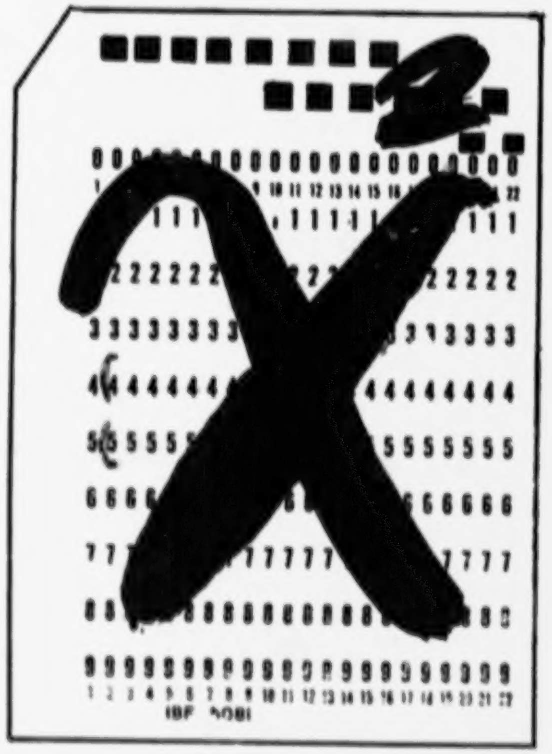
LIVING ACCOMODATIONS: Enrollees of the Institute will be housed in a residence hall on the campus. An experienced house director will be in charge. Maid and linen service will be furnished. The cost for the nine-week period of the Institute will be $115.20 where two persons share a room and $144.00 for a single room. The University can assume no obligation for providing quarters for enrollees with dependents but will assist them in securing suitable private housing.

Enrollment in the Institute will be a full-time commitment, Monday through Friday. Consequently, except in the most unusual circumstances applicants who intend to commute will not be accepted.

University recreational activities and programs regularly planned for the summer session will be available during the evenings and on week ends for Institute enrollees.

Application forms to the Institute, forms requesting admission to the Graduate School and requests for more specific information about the Institute should be directed to:

Dr. James B. Kenney, Director
Institute for Training Research
Workers in Public Education
College of Education
The University of Georgia
Athens, Georgia 30601



The University of Georgia
College of Education
Athens, Georgia 30601

THE UNIVERSITY OF GEORGIA
College of Education
Athens, Georgia

February 23, 1966

TO: Superintendents of Schools

FROM: James B. Kenney, Assistant Professor
College of Education
The University of Georgia
Athens, Georgia 30601

RE: Summer Institute for Training
Research Workers in Public Education

This letter is for the purpose of bringing to your attention a Summer Institute to train public school personnel in research methods and electronic data processing techniques. The Institute will be conducted by The University of Georgia, College of Education. This letter is an advance notice for the purpose of allowing you time to identify those persons on your staff whom you might wish to attend. Within the next three weeks each of your principals will receive an official notice regarding the Institute. I would, however, appreciate it if you would publicize this among your staff prior to their receiving further information.

The attached list of instructions and general information should be relatively self-explanatory; however, if you or your staff require further information prior to receiving official announcements, please do not hesitate to write to me.

Thank you for your help in expediting publication.

JBK/ac

1966 SUMMER INSTITUTE (9 WEEKS) FOR TRAINING RESEARCH WORKERS IN PUBLIC EDUCATION.

LIMITED TO APPLICANTS FROM THE SOUTHEASTERN STATES

The College of Education, The University of Georgia, announces a summer Institute for the training of public school personnel in methods of research--June 13 to August 12--nine weeks concurrent with the summer sessions.

The Institute is designed to raise the professional qualifications of school personnel who have principal responsibility for directing or conducting research in public and private elementary and secondary schools.

Consideration for enrollment in the Institute will be limited to applicants from the Southeastern states who will be employed during the 1966-67 session in the same school/system as they were during the 1965-66 year. Generally, applicants accepted must have high academic records, demonstrate competence in their educational experience, and a professional concern regarding future developments and use of research methodology in elementary or secondary schools.

Participants in the Institute must be admitted to the University of Georgia and to the Graduate School, but will not be required to become candidates for advanced degrees. Applicants must hold at a minimum a four-year certificate, have at least one year successful experience in teaching, and agree to participate in whatever follow-up activities result from the Institute.

Participants will be selected on the basis of (1) their proved competency in education; (2) ability to benefit from the Institute training; (3) order of priority, which is: 1st-principal, 2nd-directors of research and data handling facilities, 3rd-assistant principals, 4th-directors of guidance services, and 5th-teachers who are nominated by their superintendents as being either actively engaged in research or who will be so engaged during the 1966-67 year; and (4) those applicants who represent schools having the largest number of children in ADA.

Participants will be selected on the basis of the forenoted criteria without regard to race, creed, color or national origin.

Stipends: Each enrollee accepted will receive a stipend of $75.00 per week, plus $15.00 per week for each legal dependent, plus one round trip from the enrollee's home to the Institute and return (based on $ .08 per mile). No tuition will be charged stipend holders.

Deadline for Submitting Applications: Applications must be postmarked no later than April 4, 1966. Accepted applicants and alternates will be notified between April 18 and April 25, 1966. Letters of acceptance from applicants must be postmarked no later than May 6, 1966.

Academic Credit: Institute participants may earn fifteen (15) quarter hours graduate credit which may, with the consent of the applicant's advisor, be applied toward fifth-year, sixth-year, or doctoral programs. Enrollees who wish to earn graduate credit may enroll in three (3) of the following courses: (a) Education 811, Statistical Methods in Education; (b) Education 812, Advanced Statistics in Education and Psychology; (c) Education 916, Education 917, Education 918, Educational Research; Education 621, Special Problems in Education; or Education 819, Application of EDP to School Problems. Note: The enrollee may sign up for either Education 811 or Education 812, but not both. All of the above courses carry five quarter hours credit.

Instructional Program: Content of instruction for the Institute will include conducting research and the supervision of research at the school level. Major emphasis of the Institute will be on the use of statistical tools, research methodology and EDP as a tool for implementing research. Consideration will be given also to probable future trends and developments in these areas.

Schedule of the Institute: Daily activities of the Institute will run from 8:00 A.M. to 4:30 P.M., daily, Monday through Friday, and will include organized class instruction, small-group and individual activities, seminars, lectures, computer demonstrations, and supervised statistical-research EDP laboratory sessions.

Staff: Instructors--Dr. James B. Kenney, Assistant Professor, Bureau of Educational Studies and Field Services, The University of Georgia; Dr. Owen Scott, Professor of Education, The University of Georgia; Dr. James A. Wash, Assistant Professor of Science and Psychology, The University of Georgia; Dr. Earl McCallon, Assistant Professor of Elementary Education and Research, North Texas State University; Mr. Robert M. Brown, Assistant Statistician, The Computer Center, The University of Georgia; and Mr. Tom McConnel, Programmer, The Computer Center, The University of Georgia.

Consultants: Dr. Warren G. Findley, Dr. James Carmon, and Dr. Jospeh Bledsoe; all of the University of Georgia.

Lecturers: Mr. Roy C. Nehrt, U. S. Office of Education; Dr. John Schmid, Professor and Head, Division of Measurement and Research, College of Education, The University of Arkansas; Dr. Robert Gates, Coordinator, N.D.E.A., Florida State Department of Education; Dr. Vynce Hines, Professor and Coordinator of Research and Statistics, The College of Education, The University of Florida.

Living Accommodations: Enrollees of the Institute will be housed in a residence hall on the campus. An experienced house director will be in charge. Maid and linen service will be furnished. The cost for the nine-week period of the Institute will be $115.20 where two persons share a room, or $144.00 for a single room.

Enrollment in the Institute will be a full-time commitment, Monday through Friday. Consequently, except in the most unusual circumstances, applicants who intend to commute will not be accepted.

University recreational activities and programs regularly planned for the summer session will be available during the evenings and on weekends for Institute enrollees.

Application forms to the Institute, forms requesting admission to the Graduate School and requests for more specific information about the Institute _must_ be directed to:

Dr. James B. Kenney, Director
Institute for Training Research
Workers in Public Education
College of Education
The University of Georgia
Athens, Georgia 30601

THE UNIVERSITY OF GEORGIA
College of Education
Athens, Georgia

TO: Applicants for a Summer Institute "For Training Research Workers In Public Education" (Nine weeks--June 13 through August 12, 1966)

FROM: Dr. James B. Kenney, Director

Applicants who are selected to participate in the above named Institute *must* be admitted to The Graduate School, The University of Georgia. Graduate Record Examination Scores (G.R.E.); National Teachers Examination Scores (N.T.E.), or scores on the Miller Analogies Test must be submitted (if not already on file with the College of Education) *at the time of application*.

It is suggested that those persons who have not taken any of the three tests cited above, complete arrangements to take the Miller Analogies Test at one of the centers noted below at his *first convenient opportunity*. Applications *will not* be considered unless test scores are included. In the event that you have already been admitted to The Graduate School, The University of Georgia, please so indicate at the top of the application for admission form and return this form to me. Also, the year you were admitted to The Graduate School should be included.

ALABAMA

Athens
Athens College
Dean J. E. Bathurst

Auburn
Auburn University
Dr. Sherwood C. McIntyre
Department of Psychology

Birmingham
Birmingham-Southern College (4)
Dr. Rayburn Jones
Test Administrator

Montgomery
Alabama State College (1)
Dean W. E. Anderson
Department of Psychology

University
University of Alabama
Dr. D. A. R. Peyman
Department of Psychology

FLORIDA

Coral Gables
The University of Miami (46)
Dr. C. Lee Philips
University Testing Bureau

Daytona Beach
Bethune-Cookman College
Dr. Paul M. Decker
Testing and Research

DeLand
Stetson University
Dr. George W. Hood
Director of Guidance

Gainesville
University of Florida
Dr. John McQuitty
Office of University Examiner

Lakeland
Florida Southern College
Dr. Richard R. Burnette
Coordinator Research and Testing

Pensacola
Miss Rosalie K. Ambler
U. S. Naval Air Station
U. S. Naval School of Aviation Medicine

Tallahassee
Florida State University
Dr. Howard Stoker
University Testing Service

Tampa
University of Tampa (6)
Dr. C. J. Ho
Department of Psychology

GEORGIA

Athens
The University of Georgia
Dr. R. T. Osborne
Guidance Center

Atlanta
Atlanta University (14)
Dr. Paul I. Clifford
Registrar

Georgia State College (3)
Dr. Cameron Fincher
Testing and Counseling

Interdenominational Theological Center (15)
Dr. Thomas J. Pugh
Department of Psychology and Pastoral Counseling

Emory University
Emory University
Dr. Sam C. Webb
Department of Psychology

Macon
Wesleyan College
Dr. Bernard C. Murdoch
Department of Psychology

Statesboro
Georgia Southern College
Dr. Ralph K. Tyson
Director of Testing

KENTUCKY

Bowling Green
Western Kentucky State College
Dr. William R. Hourigan
Dean of Undergraduate Students

Lexington
University of Kentucky
Mr. William M. Chambers
University Testing Service

Louisville
University of Louisville (8)
Dr. R. A. Bixler
Department of Psychology

Murray
Murray State College
Dr. Ralph A. Tesseneer
Department of Psychology

MISSISSIPPI

Hattiesburg
University of Southern Miss.
Dr. Ray Musgrave
Department of Psychology

Jackson
Millsaps College
Mr. John Christmas
Dean of Students

University
University of Mississippi
Dr. Roscoe Boyer
School of Education

NORTH CAROLINA

Boone
Appalachian State Teachers College
Dean Cratis D. Williams
Graduate School

Chapel Hill
University of North Carolina
Dr. W. D. Perry
University Testing Service

Davidson
Davidson College
Dr. William B. Hight, Jr.
Student Counseling Office

Durham
Duke University
Dr. Robert M. Colver
Bureau of Testing and Guidance

Greensboro
University of North Carolina
Dr. James S. Ferguson
Graduate Dean

Greenville
East Carolina College
Dr. Frank A. Scott
Director of Testing

Raleigh
North Carolina State College
Dr. Harold M. Corter
Psychological Clinic

Winston-Salem
Wake Forest College
Dr. John E. Williams
Center for Psychological Services

SOUTH CAROLINA

Columbia
Columbia College
Mr. William A. Floyd
Director of Guidance

Greenville
Furman University
Dr. Carroll H. Leeds
Department of Psychology

Rock Hill
Winthrop College
Dr. Harley A. Scott, Jr.
Department of Psychology

Spartanburg
Converse College
Dr. R. C. Wingfield
Department of Psychology

TENNESSEE

Chattanooga
University of Chattanooga
Dr. Ulrey K. Wilson
Department of Education
and Psychology

Clarksville
Austin Peay State College
Dr. George E. Ackley
Department of Psychology

Cookeville
Tenn. Polytechnic Institute
Dr. Charles J. Keene
Graduate School

Johnson City
East Tennessee State College
Dr. Clayton Lee Carpenter
Director of Testing and
Research

Memphis
Memphis State University
Mr. Edward V. Hackett
Director of Testing and Guidance

Murfreesboro
Middle Tennessee State College
Mr. James A. Martin
Department of Education

Nashville
Fisk University (8)
Dr. S. Oliver Roberts
Department of Psychology
and Education

George Peabody College for
Teachers (5)
Dr. James S. Terwilliger
Department of Psy. and Education

Vanderbilt University (5)
Dr. Carroll E. Izard
Counseling Center

VIRGINIA

Blacksburg
Virginia Polytechnic Institute
Mr. John R. Anderson
Guidance and Placement Office

Charlottesville
University of Virginia
Dr. Richard H. Henneman
Department of Psychology

Fredericksburg
Mary Washington College
Dr. Bert A. Goldman
Department of Psychology

Hampden-Sydney
Hampden-Sydney College
Mr. Alvin H. Smith

Hampton
Hampton Institute
Mr. Charles L. Richman
Testing Bureau

Harrisonburg
Eastern Mennonite College
Mr. Laban Peachey
Dean of Students

Hollins
Hollins College
Dr. F. J. McGuigan
Department of Psychology

Lexington
Washington & Lee University
Dr. William M. Hinton
Department of Psychology

Lynchburg
Randolph Macon Woman's College
Dr. Cora L. Friedline
Department of Psychology

Norfolk
Old Dominion College
Dr. W. Herman Bell
Counseling Office

Petersburg
Virginia State College
Dr. Preston C. Johnson
Director of Testing

Radford
Radford College
Dr. M. P. Shelley
Director of Admissions

Richmond
Medican College of Virginia (19)
Dr. John J. McMillan
Department of Psychology

Richmond Professional
Institute (20)
Dr. E. R. Thomas
School of Clinical and
Applied Psychology

University of Richmond
Dr. Merton E. Carver
Department of Psychology

Staunton
Mary Baldwin College
Miss Lillian Pennell
Presbyterian Guidance Center

Williamsburg
College of William and Mary
Dr. Deore Cannon
College Counselor

Dear Applicant:

As stated in the enclosed form, you have been accepted to attend the 9 weeks Training Institute at the University of Georgia to be conducted June 13 through August 12, 1966.

If you accept this appointment, the enclosed form must be returned to me no later than May 20, 1966. If you do not accept, please let me know by that date so that the vacancy can be offered to someone else.

The following is information that should prove helpful to you.

A. As specified earlier you may request credit in three courses, any part thereof or no credit. If in the event you wish to apply this work toward certification or a degree program, this is up to the discretion of your advisor.

B. Please check into Mary Lyndon Hall where you will be staying on June 11th or June 12th. Mrs. Lilly is House Director at this residence hall.

C. On June 13th we hope to be able to give you a check covering 2/3 of your stipend plus travel and 2/3 of your dependency allowance. This is subject to final negotation of the contract with U.S.O.E. however.

D. It is suggested that those persons who wish to earn credit in research sign up for Ed. 621. In the event that you have already taken Ed. 621, check with your advisor. Probably Ed. 916, 917,or 918 would be acceptable.

I will be in touch with you within the next two weeks regarding data you should bring with you. In any case, if you have any question/s regarding the above please write/call me; and I'll do my best to answer them. We are looking forward to a very successful program and will do our best to see that it is both informative and productive from your point of view as well.

Sincerely,

James B. Kenney

James B. Kenney, Director
Summer Institute for
Training Research Workers
in Public Education

JBK:jw

P.S. Relative to item C. above; we have just received word that the maximum which can be paid for dependency allowance is to be based on 2.5 dependents. i.e. if a person has 4 dependents he will be paid $37.50 per week dependency allowance. (2.5 X $15.00) We regret this change but as noted under C it was subject to negotation of the contract.

Dear Applicant:

As stated in the enclosed form, you have been accepted to attend the 9 weeks Training Institute at the University of Georgia to be conducted June 13 through August 12, 1966.

If you accept this appointment, the enclosed form must be returned to me no later than May 20, 1966. If you do not accept, please let me know by that date so that the vacancy can be offered to someone else.

The following is information that should prove helpful to you.

A. As specified earlier you may request credit in three courses, any part thereof or no credit. If in the event you wish to apply this work toward certification or a degree program, this is up to the discretion of your advisor.

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I will be in touch with you within the next two weeks regarding data you should bring with you. In any case, if you have any question/s regarding the above please write/call me; and I'll do my best to answer them. We are looking forward to a very successful program and will do our best to see that it is both informative and productive from your point of view as well.

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James B. Kenney, Director
Summer Institute for
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THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA 30601

Dear

We regret to inform you that the Committee did not select you as an enrollee in the Summer Institute for Training Research Workers in Public Education.

There were so few positions to be filled relative to the number of applicants that selection was a most difficult process as virtually all applicants appeared to be well qualified.

You have been assigned alternate number _________. In the event that any person declines the invitation to attend the Institute, invitations will be extended to alternates in sequential order.

Should you have any question regarding the forenoted, please do not hesitate to write/call me. Again thank you for your interest in our program.

All transcripts and other correspondence submitted will be returned to you prior to June 12, 1966.

Sincerely,

James B. Kenney

James B. Kenney, Director
Summer Institute for
Training Research Workers
in Public Education

JBK:jw